

# Special Education District of Lake County



Social Emotional Tools for Teachers



# Speaking Stick

- Activity #1





Collaborative for Academic, Social, and Emotional Learning

Research shows that  
social-emotional learning  
can be taught and that its presence in classrooms and  
schools improves academic learning





# TOP TEN

1. Learning requires caring
2. Teach everyday life-skills
3. Link social-emotional instruction to other school services
4. Use goal-setting to focus instruction
5. Use varied instructional procedures





# TOP TEN

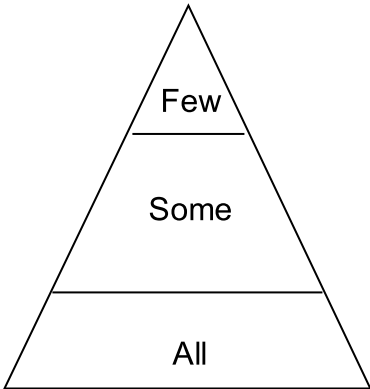
6. Promote community service to build empathy
7. Involve parents
8. Build social-emotional skills gradually and systematically
9. Prepare and support staff well
10. Evaluate what you do

**SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL**

STAGE	SCOPE AND SEQUENCE			
	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
STAGE B	IDENTIFY EMOTIONS	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS
STAGE D	UNDERSTANDING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE G	MEANING AND MANAGING EMOTIONS	SOCIAL SKILLS/DIVERSITY	INTERPERSONAL SKILLS	DECISION MAKING
STAGE I	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY
STAGE J	INTERPERSONAL SKILLS	SOCIAL SKILLS/DIVERSITY	SELF ADVOCACY	COMMUNITY



## SEDOL CURRICULUM FRAMEWORK – SOCIAL EMOTIONAL DEVELOPMENT - STAGE G

TIMELINE: 1 <sup>ST</sup> QUARTER	MEANING AND MANAGING EMOTIONS
LEARNING STANDARDS	1A.1 Recognize emotions as indicators of situations in need of attention. 1A.2 Distinguish how you really feel from how others expect you to feel. 1A.3 Distinguish between different emotions (e.g., fear and anger, shame and sadness). 1A.4 Analyze emotional states that contribute to or detract from your ability to solve problems. 1A.5 Analyze the effect of self-talk on emotions. 2A.1 Identify the feelings and perspective of others during group discussions. 2A.2 Recall a situation in which your behavior impacted the feelings of others either positively or negatively. 2A.3 Describe how classmates who are the subject of rumors or bullying might feel. 2A.4 Distinguish between bullying and non-bullying situations. 2B.5 Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 2A.5 Role-play the perspectives of various characters in scenarios provided.
ESSENTIAL QUESTION	What are emotions and how do they help you solve problems? How does your behavior impact others? What are the different types of bullying? Why is bullying harmful?
UNDERSTANDING / SKILLS  	Few students will: Analyze, develop and implement a plan to solve emotional obstacles Analyze the effects of self-talk Differentiate how he/she really feels from how others expect him/her to feel  Some students will: Recognize various emotions of self and others Utilize positive self-talk List various emotions Identify how behavior impacts others' feelings Explain harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying) Identify harmful effects of bullying and rumors (e.g., physical bullying and verbal bullying) Role-play the perspectives of others (e.g., real life scenarios, fictitious characters)  All students will: Be exposed to preferred and non-preferred activities

<b>ACADEMIC VOCABULARY</b>	Shame- a feeling of disgrace or strong regret Perspective - an individual point of view Rumors - a statement or story that is in circulation but has not been proved to be true
<b>BEST PRACTICES</b>	
<b>TOOLS</b>	Please refer to your specific discipline SEDOL Technology Steps.
<b>ASSESSMENT EVIDENCE</b>	



# Integrating into the classroom

- Contracts
- Social Stories
- Read Aloud
- Rule Setting
- Building Teacher Resource Libraries



# Integrating into the classroom

- Curriculum Library  
(Administrative Building)
  - RiskWatch
  - BeCool Series
  - Games
  - Read Aloud Titles
  - Aimee Solutions
- First Class
  - Stage Level Tools
  - Peace4Kids



# Service Learning



# Peace 4 Kids (ART)

- Parent Empowerment - Family learning and practicing skills in a structured setting
- Empathy - Recognize and identify feelings of self and others
- Anger Management - Develop understanding of anger and teaches strategies for dealing with the emotion
- Character Education - Students discuss and debate situations and scenarios based on the awareness of moral and ethical choices
- Essential Social Skills - Role playing to receive instruction on basic social skills



# “The Melt”

- Activity # 2